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SELECTED ABSTRACTS FROM "Research in Education"

November 1966 through August 1967

PS 000739

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ED 010 010

A Preliminary Evaluation of Nursery School Experience on the Later School Adjustment of Culturally Disadvantaged Children.

By - Goldstein, Kenneth M. Chorost, Sherwood B.
Staten Island Mental Health Soc. Wakoff Res. Ctr.
Report Number CRP-S-323 Pub Date 66
State Univ. of New York, Downstate Medical Center
Edrs Price MF-$0.09 HC-$1.36 34p.

Descriptors - *Culturally disadvantaged, *Kindergarten, *Nursery schools, *Preschool evaluation, *Student adjustment, Brooklyn, comparative analysis, first grade, New York, preschool education, second grade, socioeconomic status, Staten Island, third grade.

The major objective was to determine whether culturally disadvantaged children in an urban area with preschool experience are better adjusted in the primary grades than are similar children without such experience. A secondary objective was to determine whether there are differences in adjustment between those having nursery school as opposed to kindergarten experience. The sample consisted of 42 first-grade, 43 second-grade, and 32 third-grade public school students living in a low socioeconomic geographic area of Staten Island, New York. Three types of preschool experience were studied--(1) nursery school, (2) kindergarten (with no prior nursery school experience), and (3) no kindergarten and no nursery school. Analysis of school adjustment was made through use of scholastic records, guidance counselor reports, absence, tardiness and truancy reports, results of group achievement (California achievement tests) and group intelligence (California test of mental maturity) tests, teacher ratings of personal-social adjustment (Cassel behavior rating scale) and peer ratings of social acceptability (Hereford's sociometric rating technique). The major findings of the study were that low socioeconomic level children with formal preschool experience (either nursery school or kindergarten) are better adjusted at the primary (1-3) grade level than children without preschooling. It appears that children with no preschooling are especially poor performers in reading and arithmetic achievement. There were no significant differences in school adjustment between nursery school and kindergarten-trained children.

PS 000739

ED 010 034

Linguistic Approach to the Teaching of English as a Foreign Language to Kindergarten Pupils whose Primary Language is Spanish.

By - Brengleman, Fredrick M. Manning, John C.
Fresno State Coll., Calif.
Report Number CRP-2821 Pub Date 66
University of Minnesota, Minneapolis
Edrs Price MF-$0.36 HC-$9.84
246p.

Descriptors - *English instruction, *Kindergarten children, *Mexican-Americans, *Phonology, *Teaching techniques, California, Fresno County, Linguistics, Minneapolis, Minnesota, oral English, Spanish, teaching guides.

This study was designed to determine whether a linguistically oriented program of English lessons designed for kindergarten children with Spanish-speaking background could significantly accelerate pupil control of English. The study objectives included--(1) Identification and development of adequate tests measuring subject's command of English sounds, grammar, and vocabulary, (2) Development of suitable educational materials to provide intensive English language drill, and (3) Provision of special training for kindergarten teachers using the designed materials and procedures. Measurements were made on three population groupings based on prior experience with the procedures and materials employed. The conclusions drawn were--(A) The phonology, syntax, and vocabulary of English can be learned by Spanish language-oriented kindergarten pupils through formal classroom procedures, and the difficulties are in the area of classroom instructional practices rather than linguistic theoretical design, (B) The most significant improvements in phonology and syntax are made by pupils of minimal English facility, (C) boys respond more significantly to phonological instructions than girls, (D) based on the results of the phoemic production survey, a major obstacle in designing more efficient English language program is the wide range of phoeme production abilities of beginning kindergarten Spanish-speaking pupils.

ED 010 035

Children's Use of Knowledge of Results in Thinking.

By - Stern, Carolyn
University of California, Los Angeles Campus
Report Number CRP-2477 Pub Date 66
Edrs Price MF-$0.36 HC-$8.20 205p.

Descriptors - *Child development, *Information processing, *Logical thinking, *Problem solving, *Programmed instruction, ability, California, creative thinking, individual instruction, instructional technology, learning experiences, Los Angeles, thought processes.

A series of experiments was designed to study the value of teaching children such a complex problem-solving strategy as to use knowledge of results after a performance trial to reject more than one hypothesis at a time (multiple hypothesis strategy). Approximately 150 third-grade children were divided into 3 groups--those taught the multiple hypothesis strategy, those taught to select a hypothesis and stick with it until proven wrong (single hypothesis strategy), and those given no strategy instruction with and without opportunity for practice. Instruction and testing were carried out by means of autoinstructional programs with computer-generated sequence. The evidence indicated that instruction in problem-solving

strategies was superior to unguided discovery. Reliable differences between multiple and single hypothesis strategies were not obtained. Multiple hypothesis strategy instruction was concluded to be not dependably inferior to the single hypothesis strategy. Individual differences in ability and age, however, correlated well with all the tested strategies.

ED 010 036

A Study of Depth of First-Grade Reading--An Analysis of the Interactions of Professed Methods, Teacher Implementation, and Child Background.

By - Chall, Jeanne S. Feldmann, Shirley C.
City Univ. of New York, City Coll.
Report Number CRP-2728 Pub Date 66
Edrs Price MF-$0.27 HC-$6.96
174p.

Descriptors - *Beginning reading, *Effective teaching, *Reading instruction, *Teacher characteristics, *Teaching methods, background, classroom techniques, first grade, New York, reading achievement, reading programs, teacher attitudes, teacher experiences.

The primary investigation concerned the effect of teacher characteristics, style, and interpretation of reading method on pupil reading achievement scores both in January and June in the first-grade year. An analysis of variance design was used. Fourteen teachers completed a questionnaire designed to distinguish two basic kinds of beginning reading instruction emphasis--(1) "decoding" (oral reading and sound-symbol) or (2) "meaning" (silent reading and interpretation). Equal numbers of meaning and sound-symbol emphasis teachers were represented in the sample, as well as experienced and inexperienced teachers within each emphasis. Their activities were then studied in 12 classes for one school year, following the reading programs each had used previously. Principal data were collected from ratings of teacher characteristics and practices in the classroom and from batteries of readiness and achievement tests given to pupils at the beginning and end of the school year, respectively. The study supported in a preliminary way (because of the limited sample and amount of analysis) the observation that teacher characteristics and the ways in which teachers implement a given method do make a difference in the reading achievement of their pupils. There was also some evidence that a thinking approach to learning, a sound-symbol emphasis within a basal reader approach, the use of the appropriate difficulty level of lessons relate positively to reading achievement.

ED 010 122

First-year progress report of a project in nursery school education for environmentally deprived Spanish-American children.

By - Nimnicht, Glen P. and others
Colorado State College, Greeley
Report number CRP-S-287 Pub date 66
Report number BR-5-8155
Contract OEC-5-10-351
Edrs price MF-$0.09 HC-$2.28 57p.

Descriptors - *Disadvantaged youth, *Enrichment programs, *Minority group children, *Nursery schools, *Preschool evaluation, Colorado, Denver, Greeley, Peabody picture vocabulary tests, Preschool children, Preschool learning, Stanford-Binet test, testing programs.

A new nursery school program, combining a responsive environment and an enriched classroom subprogram, was implemented in an effort to improve particular skills, abilities, and personality characteristics of disadvantaged Spanish-American, preschool children. First-year efforts were reported of an extended longitudinal study, projected for about 10 years. The "Stanford-Binet test" and the "Peabody picture vocabulary test" were administered to 30 children from families deprived by occupation, income, and education. After 1 year of school attendance the group was retested. Their scores were compared with those obtained from -- (1) A matched Spanish-American control group which did not attend nursery school, (2) A group of "Anglo" middle- and upperclass children in a parallel experimental program, and (3) A group of comparable "Anglo" children in a traditional nursery school program. Findings indicated significant gains on the "Peabody test" of the Spanish-American children in the new nursery school program. Significant "Stanford-Binet" gains by this group, however, were not realized at the time of this reporting. In addition, limited followup of this group showed their achievement in kindergarten to be superior, allowing favorable prognosis for their successfully completing the first grade. (JH)

ED 010 126

An experimental study of the influence of individual vs group instruction on spatial abilities in preschool children.

By - Concannon, Sister J.
Boston Coll., School of Educ. Chestnut Hill, Mass.
Report number CRP-2885 Pub. date Sept 66
Report number BR-5-0324
Contract OEC-5-10-288
Edrs Price MF -$0.27 HC-$6.64 166 p.

Descriptors - *Experimental programs, *Group instruction, *Individual instruction, *Kinesthetic method, *Preschool children, Chestnut Hill, Haptic perception, Massachusetts, Perceptual development, Performance factors, Sensory experiences, Task performance.

The impact of two treatments of learning experiences on the abilities of preschool children were studied. The learning experiences involved principles of haptic (tactual) perception in the performance of various tasks. Children, ages 3 through 5, from high and low

economic levels were selected as subjects. An analysis was made of their haptic perception abilities when given instruction, either individually or in a group. They were pre- and post-tested in five areas of haptic ability. Data were analyzed by F-ratio and correlation coefficients. The 0.05 level indicated significant difference between the means and for the correlation coefficients. The results indicated a number of identifiable and measurable variables which play an important part in the child's performance. However, the instruction treatments did not differ significantly. (RS)

ED 010 161

The development of a master teacher training curriculum for teachers of occupational level training programs, final report.

By - O'Brian, John L. O'Neil, John J.
Rutgers, The State Univ., Graduate School of Ed.
Report number ERD-375-65 Pub. date 31 May 66
Report number BR-5-0171
Contract OEC-6-85-047
Edrs Price MF-$0.27 HC-$6.44 161 p.

Descriptors - *Course organization, *Curriculum development, *Disadvantaged youth, *Inservice teacher education, *Vocational education, Consultants, Degrees (titles), Graduate study, New Brunswick, New Jersey.

A curriculum and course of study were developed to provide graduate training for teachers of disadvantaged youth. An interdisciplinary committee of specialists was organized to develop background materials and to evaluate and refine the work of its members. Practitioners were also invited to prepare papers on various aspects of student-teacher needs, skills, and characteristics. The curriculum was designed to provide teacher training at the Master's Degree level. It was based on a progression from orientation to conceptualization, and from experiencing to integration of experiences. Included were presentations on (1) curriculum, (2) orientation workshop, (3) social psychology of the disadvantaged, (4) seminar in urban society, (5) field experience, (6) seminar in learning development, and measurement, (7) educational processes for teaching the disadvantaged youth, (8) educational practicum for teaching disadvantaged youth, (9) seminar on professional issues, and (10) integrating option. Recommendations were that those implementing the program be cognizant of the need to develop adequate evaluation procedures. (RS)

ED 010 170

How elementary school children resolve experimentally produced conflicts in thinking.

By - Palmer, Edward L.
Florida State Univ., Tallahassee
Report number CRP-3216 Pub date Aug. 66
Report number BR-5-0548
Edrs price MF-$0.18 HC-#3.08 77p.

Descriptors - *Cognitive ability, *Cognitive processes, *Concept formation, *Instructional technology, *Thought processes, Cognitive development, Critical thinking, Elementary school students, Florida, Imagination, Learning experiences, Learning processes, Remedial instruction, Tallahassee.

An investigation was undertaken to explore the instructional implications of Jean Piaget's position on equilibration. One purpose was to test the general hypothesis that the misconceptions of children, when displaced by evidence contrary to the misconceptions, give rise to cognitive conflicts. The results, in general, confirm this hypothesis. A second purpose was to explore the means by which cognitive conflicts are produced. In this regard, emphasis was on techniques readily adaptable to the instructional situation. Feigned surprise was such technique which proved effective. One of the more striking outcomes of the study was the extent to which boys outperformed girls in constructively resolving cognitive conflicts. A second phase of the study was largely exploratory. It focused on the identification of nonconstructive forms of conflict resolution among children. (JC)

ED 010 171

First-grade reading instruction.

By - Robinson, R. E.
Asheville City Schools, N. C.
Report number CRP-2874 Pub date 66
Report number BR-5-0554
Edrs price MF-$0.09 HC-$1.88 47p.

Descriptors - *Nongraded classes, *Preschool programs, *Reading achievement, *Reading program, Asheville, Basal Reading, First grade, Head start, Metropolitan readiness test, North Carolina, Reading readiness.

The major objective of this study was to test the null hypothesis that there would be no significant differences in the change in reading achievement level of several varied groups of pupils. The measure of reading achievement was the metropolitan readiness test. The minimum acceptable confidence level was .05. Several conclusions were reached. First, when continuous progress program pupils who were taught by teachers who nad formal training within the last 5 years were compared with pupils in the same program who were taught by teachers without formal training within the past 5 years, no significant differences appeared. Secondly, under this situation, head start program pupils were able to compete equally with other first graders. (LP)

ED 010 242

How the language of kindergarten children may be developed for use in problem solving

By - McNeany, Robert Keislar, Evan R.
University of California, Los Angeles Campus
Report number CRP-S-326 Pub date Oct 66
Report number BR-5-8028
Contract OEC-5-10-455
Edrs price MF- $0.09 HC-$2.28 57p.

Descriptors - *Kindergarten children, *Language development, *Problem solving, *Tast performance, *Verbal ability, California, Comparative analysis, Electromechanical aids, Instructional aids, Los Angeles, Low income groups.

The value of young children vocalizing during a problem-solving task was studied. In a 2-day investigation, sixty 4-year-old children were trained individually to select the correct one of three pictures differing only in size. The children were divided randomly into a labeling group and a nonlabeling group. Children in the labeling group were required to overtly verbalize relevant labels during this selective learning task. They performed significantly better during training and on a post-test than children who saw the same stimuli but were given no labeling training. This finding was not verified in an 8-day investigation where the presentation of stimulus materials and verbal instructions was electronically controlled. Seventy-two 5-year-old children were divided randomly between labeling and non-labeling groups and given training on a selective learning task involving materials differing in size, thickness, length, and color value. Children in the labeling group were required to learn four sets of relevant labels. On the post-test, where no children were instructed to verbalize, no differences in performance were found between the labeling and nonlabeling groups. All children performed consistently worse when the intermediate size picture was the correct stimulus. A pilot study also demonstrated the possible interfering effects of language. (RS)

ED 010 245

Results of early identification and guidance of underachievers

By - Jackson, Robert M.
Wisconsin State Univ. - LaCrosse
Report number CRP-S-153 Pub date Oct 66
Report number BR-5-8111
Contract OEC-5-10-133
EDRS Price MF-$0.18 HC-$3.96 99p.

Descriptors - *Counselors, *Diagnostic tests (education), *Elementary school students, *Guidance programs, *Underachievers, Comparative analysis, Counseling programs, Evaluation methods, Followup programs, Grade 4, LaCrosse, Wisconsin.

Diagnostic and guidance procedures were studied to determine their effectiveness in altering or improving the development of elementary school underachievers. An earlier guidance study tested 1,078 beginning fourth graders, of whom 190 were identified as underachievers. Certain practices and procedures and a philosophy for dealing with learning problems were developed. These procedures were used over a 3-year period of experimentation. Experimental and control groups were established. The followup results indicated that the need for counseling was not fully met for the subjects. The underachievers, as a group, did not attain a state of development comparable to the group of achievers. Two design problems encountered by this research were pointed out for other investigators in this area -- (1) adequate controls, and (2) the role of an outsider in a school setting. It was concluded that success in elementary school guidance programs is related less to knowledge of techniques of child study than to the counselors' ability to relate positively to the scores under help and no-help conditions by examining their relationship to grades by subject area. The subtests will be administered in two phases -- phase one entails the administration of cues to the help groups; phase two entails the administration of the alternate form of the subtests with no cues being administered. Administration of the forms will be in counterbalanced order. The results will be analyzed by a two-by-two-by-two analysis of variance design with repeated measures on one factor. (LP)

ED 010 272

A Normative Study of Children's House-Tree-Person Drawings.

By - Rappaport, Sheldon R.
Jefferson Medical Coll. of Philadelphia, Pa.
Report Number CRP-2854 Pub Date Sep 66
Report Number BR-5-0438
Contract OEC-5-10-137
Edrs Price MF-$0.27 HC-$5.68 142p.

Descriptors - *Child development, *Child psychology, *Elementary school students, *Personality development, comparative testing, house tree person test, Pennsylvania, Philadelphia, scoring, test interpretation.

This study was the first phase of a three-part project whose goal is to establish valid criteria for identifying the house-tree-person (H-T-P) drawings of normal children throughout the elementary school years. The specific objectives of this study were (1) to identify which items of the H-T-P test characterize normal development through grades 2, 3, and 5 and (2) to set up a short, workable scoring system by which large groups of elementary school children could be screened for normal development. The H-T-P test was scored for the presence or absence of 821 qualitative items and for 12 quantitative measurements. By omitting those items which were ambiguous, difficult to understand or score, or irrelevant to develop-

ment, the investigator selected 57 items for the scoring system. It was felt that the tentative scoring system devised for this study could be used only for research purposes.

ED 010 286

Preschool Children's Willingness to Try Difficult Tasks.

By - Starkweather, Elizabeth K.
Oklahoma State Univ. of Agriculture and Applied Sci.
Report Number CRP-2470 Pub Date 66
Report Number BR-5-0333
Edrs Price MF-$0.18 HC-$2.72 68p.

Descriptors - *Measurement instruments, *Performance factors, *Preschool children, *Task performance, *Test construction, creative development, material development, Oklahoma, psychomotor skills, Stillwater.

Instruments were administered to preschool children to measure their performance on various tasks. The instruments were (1) A buttoning task for fine motor coordination, (2) a puzzle task for visual discrimination, and (3) a target game for gross motor coordination. Each instrument consisted of five tasks graded in difficulty, adjusted to the child's ability. The sample used in the development of the instruments consisted of 328 children ranging from 3 to 6 years of age. Each child started with easy tasks and gradually went to more difficult ones. The results indicated that willingness to try difficult tasks may be a personality constant. Of the three instruments, the target game was suggested as the most promising for future studies.

ED 010 289

A field demonstration of the effects of nonautomated responsive environments on the intellectual and social competence of educable mentally retarded children.

By - Blatt, Burton & Garfunkel, Frank
Boston Univ., School of Education
Report Number CRP-0-014 Pub date 65
Report number BR-5-0363
EDRS Price MF-$0.36 HC - $9.48 237p.

Descriptors - *Academic performance, *Demonstration projects, *Educable mentally handicapped, *Lower class students, *Preschool education, Boston, Cognitive development, Environmental influences, Improvement programs, Massachusetts, Mental retardation, Performance, Preschool children, Social development, Socioeconomic status, Special programs.

A preschool program with children of low-socioeconomic status

was conducted to enhance their educability. The sample (N=74) was divided by random assignment into one control and two experimental groups. Provisions were made for an optimal nursery school environment by (1) helping children to function socially in a group, (2) participating in experiences designed to arouse curiosity, and (3) training for acquisition of academic skills. During the 3-year program, a number of measuring instruments were employed -- (1) cognitive (aptitude, achievement, language), (2) noncognitive (personality, social), and (3) environmental (home, family). The groups were no different at the conclusion of the study than they were at the beginning. Also, no evidence was obtained to support the theory that intelligence scores can be improved. It was suggested that additional effort should be given to the nature-nurture interaction, the time to begin interventions, and possible intervention models. (JK)

ED 010 290

Development of Concept Formation in Children.

By - Anster, Harriett
University of California, Berkeley Campus
Report Number CRP-2243 Pub Date 66
Report Number BR-5-0535
Edrs Price MF-$0.18 HC-$4.64 116p.

Descriptors - *Associative learning, *Cognitive processes, *Concept formation, *Concept teaching, *Task performance, Berkeley, California, Elementary School Students.

The general problem under investigation concerned two processes of concept formation - the deductive reasoning process and the associative process - employed by children of elementary school age. It was assumed that both of these processes are found in varying degrees among children of different ages and mental abilities, depending upon the characteristics of the particular task. The first two experiments were concerned with the interaction of both of these processes in a concept formation task, while subsequent experiments represented an attempt to focus upon the associative process by studying its operation in a variety of situations. Consistent indications appeared that, when large and small varieties are equal in strength, a small variety is likely to promote concept attainment to a greater extent than a large variety. It was also found that it is possible to consider the role of variety in the attainment of concepts as a function of the deductive and associative processes which can be assumed to occur, although in varying degrees, as a function of the demands of the task and subject characteristics.

ED 010 297

Auditory Perception of Musical Sounds by Children in the First Six Grades.

By - Petzold, Robert G.
University of Wisconsin, Madison
Report Number CRP-1051 Pub Date 66
Report Number BR-5-0202
Edrs Price MF-$0.45 HC-$11.64 291p.

Descriptors - *Auditory perception, *Elementary school students, *Listening skills, *Music activities, *Perceptual development, longitudinal studies, Madison, pilot projects, Wisconsin.

The nature and development of certain fundamental musical skills were studied. This study focused on aural perception as an integral factor in the child's musical development. Two major aspects of this 5-year study included (1) longitudinal study of three groups of children and (2) a series of 1-year pilot studies dealing with rhythm, timbre, and harmony. Individual tests were administered to the subjects requiring an overt musical response to an aural presentation of the test item. The tests and responses were tape recorded to insure maximum uniformity of testing procedures and subsequent processing. Complex melodic, rhythmic, and harmonic items were found to be difficult for young children and to some degree for older children. Results of the study indicated that the ability to imitate the presentation of certain musical ideas was not a measure of the understanding of such ideas.

ED 010 300

A study of new concepts, procedures, and achievements in music learning as developed in selected music education programs.

By - Thomas, Ronald B.
Manhattanville College of the Sacred Heart
Report Number CRP-V-008 Pub. date Sep. 66
Report number BR-5-0204
Contract OEC-5-10-403
Edrs price MF-$0.18 HC-$5.00 125 p.

Descriptors - *Curriculum development, *Experimental programs, *Instructional innovation, *Music education, *National surveys, Data analysis, Data collection, Elementary education, Experimental curriculum, Learning, New York, Purchase, Secondary education.

Experimental music programs conducted in elementary and secondary schools across the country were surveyed. Some of the most innovative experimental programs were selected for further study. The report includes (1) procedures for conducting the programs and the results achieved, (2) methods used to select the programs studied, (3) common and unique factors in the programs, (4) appraisal of potentials of various new instructional methods, and (5) recommendations for future curricular development. (AL)

ED 010 307

Report of the first research planning conference held under the auspices of project literacy (title supplied)--Project Literacy Reports, No. 1.

By-Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report number CRP-F-034-1 Pub date Jul. 64
Report number BR-5-0617-1
Contract OEC-4-10-113
Edrs Price MF-$0.09 HC-$1.68 42p.

Descriptors - *Cognitive development, *Language development, *Literacy, *Reading, Ithaca, New York, Project literacy.

Provided in this report are complete texts of the papers presented at the first research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 12 papers presented are (1) "Arousal--Implications for a Learning-to-Read Paradigm," (2) "Acquired Relevance of Cues in Reading--the Learning of Selective Observing Responses," (3) "Systematic Investigation of Certain Variables Basic to the Development of Effective Instructional Sequences in Reading," (4) "Reading as a Motor Skill--A Mediation Model," (5) "Stimulus Factors in Literacy--Graphic Communication, Verbal and Nonverbal," (6) "Reading as a Perceptual Skill," (7) "Neurophysiology of Recognition and Intersensory Aspects of Reading," (8) "Eidetic Imagery in Children--Summary of Research," (9) "Research Plans and Preliminary Results Relevant to Project Literacy," (10) "Comprehension with use of Phonic Teaching Methods," (11) "Suggestions for Research on the use of the Child's Knowledge of Spoken Language in the Teaching of Reading and Writing," and (12) "Eleven Hypotheses in Search of a (Cognitive) Method--Notes on Seminar Talk." (JH)

ED 010 308

Report of the second research planning conference held under the auspices of Project Literacy in Chicago, Illinois, August 6-8, 1964--Project Literacy Reports, No. 2.

By - Levin, Harry and others
Cornell Univ., Ithaca, New York
Report Number CRP-F-034-2 Pub. date Sept. 64
Report number BR-5-0617-2
Contract OEC-4-10-113
Edrs price MF-$0.09 HC-$2.32 58p.

Descriptors - *Cognitive development, *Language development, *Literacy, *Reading, Ithaca, New York, Project literacy.

Provided in this report are complete texts of the papers

presented at the second research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "Spelling to Sound--Rules and a Model," (2) "Proposal for a Research Program in Written English and its Relation to Spoken English," (3) "A Proposed Study of Negro and Puerto Rican Speech in New York City," (4) A Proposal for the Study of the Grammar of Negro English in New York City," (5) "Communication Barriers to the Culturally Deprived," (6) "Prerequisities for Linguistic Studies on the Effects of Dialect Differences on Learning to Read," (7) "Preliminary Outline of Pilot Studies on Relations of Comprehension and Speech in Preschool Children," (8) "Language Skills in the Context of the Child's Cognitive Development," and (10) "The Validity of Pause as an Index of Units in Language." (JH)

ED 010 309

Report of the Third Research Conference held under the auspices of Project Literacy in Swampscott, Massachusetts, September 25-27, 1964--Project Literacy Reports, No. 3.

By - Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-3 Pub date Nov 64
Report Number BR-5-0617-3
Contract OEC-4-10-113
Edrs. Price MF-$0.18 HC-$2.56 64 p.

Descriptors - *Cognitive development, *Language development, *Literacy, *Reading, Ithaca, New York, Project literacy.

Provided in this report are complete texts of the papers presented at the third research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the 10 papers presented are (1) "The Child's Acquisition of Grammar," (2) "The Reading Readiness Nursery School," (3) "Some Observations of the Learning Environment of the Child Growing up in the South End of Boston," (4) "Research Plans for Studies of Cognitive Socialization," (5) "Perceptual Discrimination, Social Class, and Age--A Brief Description of Planned Research," (6) "Expansion Training and the Child's Acquisition of Grammar," (7) "Mental Abilities of Children in Different Social Class and Cultural Groups," (8) "The Use of Linguistic Structures in Learning," (9) "Aural and Visual Learning in Children," and (10) "Brief Statement of Research Ideas--Motivational Content Analysis of Primers." (JH)

ED 010 310

Report of the Fourth Research Planning Conference held under the

auspices of Project Literacy in Princeton, New Jersey, December 11-13, 1964--Project Literacy Reports, No. 4.

By - Levin, Harry and others
Cornell Univ., Ithaca, N. Y.
Report Number CRP-F-034-4 Pub Date Dec 64
Report number BR-5-0617-4
Contract OEC-4-10-113
Edrs Price MF-$0.18 HC-$2.36 59p.

Descriptors - *Cognitive development, "Language development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the fourth research planning conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the eight papers presented are (1) "Responsive Environments," (2) "An Abstract of Proposed Research Directed toward Developing Self-instruction Reading Programs," (3) "Empirical Development of a Beginning Reading Skill," (4) "Computer-based Instruction in Initial Reading," (5) "Beginning Reading--An Eclectic Phonic Approach," (6) "A Framework for the Analysis of Early Reading Behavior," (7) "Effects of Compensatory Preschool Programs," and (8) "Proposal for Study of Various Aspects of Teaching Effectiveness with Children of Differing Characteristics."

ED 010 311

The Analysis of Reading Skill, A Program of Basic and Applied Research--Project Literacy Reports, No. 3.

By - Levin, Harry and others
Cornell Univ., Ithaca, N.Y.
Report Number CRP-X-020-5 Pub Date Nov 63
Report Number BR-5-0537-5
Contract OEC-6-10-028
Edrs Price MF-$0.09 HC-$2.20 55p.

Descriptors - *Cognitive development, *Language development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of several research papers related to the analysis of reading skill prepared for "project literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of these papers are (1) "Experiments on Four Aspects of Reading Skill and its Attainment," (2) "Studies for Various Aspects of Reading," (3) "The Comparison of Mediated Perception with Direct Perception," (4) "Notes on Scribbling in Young Children," (5) "Relationships Between Written and Spoken English," and (6) "Toward a General Theory of Graphic Communications--I. The Component Perceptuomotor Skills at Different Literacy Levels."

ED 010 312

Report of the Fifth Research Planning Conference Held under the Auspices of Project Literacy in New York, New York, December 10-12, 1965--Project Literacy Reports, No. 6.

By - Levin, Harry and others
Cornell Univ., Ithaca, N.Y.
Report Number CRP-X-020-6 Pub Date Jan 66
Report Number BR-5-0537-6
Contract OEC-6-10-028
Edrs Price MF-$0.09 HC-$2.32 58p.

Descriptors - *Cognitive development, *Language development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of the papers presented at the Fifth Research Planning Conference of "Project Literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of the seven papers presented are (1) "In Search of Central Nervous System (CNS) Correlates of Reading Skills and Disabilities," (2) "How to Read Without Listening," (3) "personality and Cognitive Growth," (4) "A Preliminary Outline of Research on Perceptual Correlates of the Impulsivity-Reflectivity Dimension," (5) "Three Approaches to the Problem of Understanding Language Development," (6) "Projected Activities," and (7) "Some Notes on Learning to Read and Learning to Speak."

ED 010 313

Reports of Research in Progress--Project Literacy Reports, No. 7.

By - Levin, Harry and others
Cornell University, Ithaca, N.Y.
Report Number CRP-X-020-7 Pub Date Sep 66
Report Number BR-5-0537-7
Contract OEC-6-10-028
Edrs Price MF-$0.18 HC-$3.80 95p.

Descriptors - *Cognitive Development, *Language Development, *Literacy, *Reading, Ithaca, New York, Project Literacy.

Provided in this report are complete texts of several research papers presented for "project literacy." The central theme of each paper is basic research and/or curriculum development in areas of education relevant to the acquisition of reading skills. Titles of these papers are (1) "Motivational Content Analysis of Primers," (2) "Outline of Research on the English of Negro and Puerto Rican Speakers in New York City," (3) "Verbal and Visual Elaboration in Paired Associate Learning," (4) "Eidetic Imagery in Children," (5) "Adult-Child Interaction in Preschool Years," (6) "The Child's Knowledge of English Pluralization Rules," (7) "A Study of Selected

Grapheme-Phoneme Correspondence Patterns," (8) "On the Interactions of Memory and Perception," (9) "The Role of Pronounceability in Perception of Pseudo-Words by Hearing and Deaf Subjects," (10) "Perceptual 'Chunking' and Storage in Reading Words," and (11) "Sentence Structure and the Eye-Voice Span."

ED 010 330

An Experimental Study of the Group Versus the One-to-One Instructional Relationship in First Grade Basal Reading Programs.

By - MacDonald, James B. and others
Univ. of Wisconsin, Madison campus, Sch. of Educ.
Report Number CRP-2674 Pub Date 66
Report Number BR-5-0485
Edrs Price MF-$0.09 HC-$2.20 55p.

Descriptors - *Grade 1, *Individual instruction, *Reading achievement, *Reading programs, *Teaching techniques, basic reading, comparative analysis, group instruction, Madison, tutoring, Wisconsin.

The relationship of two patterns of instruction to various aspects of beginning reading instruction was studied. These aspects included (1) reading achievement, (2) school-related attitudes, (3) sociometric choices, (4) school-related anxiety, and (5) teacher awareness. The 10 experimental and 10 control groups were pretested with the Metropolitan Readiness and Pintner-Cunningham tests. The experimental treatment consisted of the use of the one-to-one procedure while the control group used the traditional basal reading three-group procedure. Results of the study indicated that no significant differences existed between the two groups in reading achievement, pupil school-related anxiety, or teacher knowledge of pupil achievement. Significant differences favoring the experimental group were found on measures of pupil attitude toward reading and on the pattern of pupil friendship choices.

ED 010 388

Identification of Orientation and Mobility Skills Relating to Developmental Tasks for Young Blind Children.

By - Lord, F. E. and others
California State Coll. at Los Angeles
Report Number BR-5-0980 Pub Date 66
Grant OEG-5-0980-4-11-3
Edrs Price MF-$0.27 HC-$6.84 171p.

Descriptors - *Blind children, *Mobility, *Orientation, *Rating scales, *Skill development, California, Child development, developmental tasks, Los Angeles, measurement instruments.

Measurement scales were developed for use in describing and evaluating skills which blind children develop for exploring and comprehending their environment, and attaining reasonable self-dependence. Study feasibility excluded some of the basic living skills, leaving only those related to the blind child's orientation and mobility. The items used in drafting the scales came from several sources, including research studies, teachers of the blind, special consultants, and existing tests and scales. A list of 288 pertinent items was collected. Each of the items, organized into 58 subscales, was judged on the basis of (1) significance, (2) feasibility of observation, and (3) rank in developmental sequence. Subscales were also evaluated as whole entities. Of all subscales assessed, 42 were deemed suitable for field trial. Twelve totally blind children, representing ages from 2 to 12 years, were tested during the field trial. Thirty-five promising subscales were identified, pertinent to such skills as (1) auditory perception and discrimination, (2) walking, running, and jumping, (3) touch recognition, (4) travel movement and movement realization, (5) right and left recognition, (6) direction taking, (7) balance, and (8) familiarization.

ED 010 439

Programed exchanges and the control of aggression.

By - Ellis, Desmond P. Hamblin, Robert L.
Washington Univ., Social Science Ctr., St. Louis
Report number BR-6-8138 Pub date Nov. 66
Contract OEC-3-6-068138-0849
Edrs. Price MF-$0.09 HC-$1.84 46p.

Descriptors - *Aggression, *Behavior problems, *Program planning, *Psychological evaluation, *Reinforcement, Conditioned stimulus, Missouri, St. Louis.

Systems of exchange - using the extinction, distraction, and substitution effects systems - were implemented to decrease aggression and promote cooperation and scholarly behavior, three systems were tested using exchange theory as a guide. The subjects were five 4- and 5-year-old boys diagnosed as hyperaggressive. Experimental conditions included (1) threats and punishment by the teacher to lower the rate of aggression, (2) ignoring acts of provocation and not reciprocating with attention, and (3) reciprocating with attention, approval, and tokens. The measurement apparatus consisted of two units -- (1) an esterline angus event recorder and (2) an operating panel with 20 buttons. Direct observations were also employed. Generally, the results suggested that the rate of aggression was proportional to the reinforcing value of the teacher's reciprocation in the exchanges she established in the classroom. Conclusions were that the teacher's authority in the classroom depended entirely on what she exchanges and how she learns to program those exchanges. (RS)

ED 010 595

An Exploratory Study of the Relationship of Auditory-Visual and Tactual-Visual Integration to Intelligence and Reading Achievement.

By - Ford, Marguerite P.
Columbia Univ., New York, Teachers College
Report Number BR-6-8055 Pub Date Jan 67
Contract OEC-6-10-320
Edrs Price MF - $0.09 HC - $0.92 23p.

Descriptors - *Auditory visual tests, *Comparative analysis, *measurement instruments, *Tactual visual tests, *Task performance, intelligence level, New York, New York City, reading achievement, visual perception.

The relationship of auditory-visual and tactual-visual integration to intelligence and reading achievement was investigated. In addition, the relationship of the two intersensory integration tasks to each other and to the type of reading errors made on oral diagnostic reading test was also explored. The sample was composed of 121 white fourth-grade boys drawn from a middle-class suburban community. The measure of tactual-integration required the matching of a geometric shape felt, but not seen, to one of four visual choices. The measure of auditory-visual integration required subjects to match a rhythmic auditory pattern with one of four visual dot patterns. The tactual-visual test, auditory-visual test, and the Gates-McKillop reading diagnostic test were administered to all subjects. Scores on the Henmon-Nelson intelligence test and the Iowa tests of basic skills were obtained from school records. All the data were subjected to a correlated analysis. The results of the study indicated that auditory-visual integration skills were significantly related to intelligence and to both silent and oral reading ability, whereas tactual-visual integration skills were not, the findings in this case differing markedly from those of Buchner (Columbia University, 1964). It was recognized that these results held only for the types of intersensory integration tasks employed and that generalizations to other types of intersensory tasks could not be made.

ED 010 602

Effect of a Special Program in Literature on the Vocabulary and Reading Achievement of Second Grade Children in Special Service Schools.

By - Cohen, Dorothy H.
New York Univ., N.Y., Sch. of Education
Report Number CRP-S-254 Pub Date 66
Report Number BR-5-8034
Edrs Price MF-$0.27 HC-$7.52 188p.

Descriptors - *Comprehension development, *Literature programs, *Reading achievement, *Story reading, *Vocabulary development, child development, curriculum enrichment, disadvantaged youth, free association

vocabulary test, grade 2, metropolitan reading achievement test, New York, New York City, reading programs, special schools, teacher improvement, teaching methods.

A special program of literature and accompanying activities was introduced into the curriculum of disadvantaged second-grade children to cause significant measurable improvement in the vocabulary and reading achievement of these children. Seven special-service elementary schools in New York City provided the research setting. At the beginning of the research, 580 second-grade children were administered the free association vocabulary test and the Metropolitan reading achievement test, upper primary, grade 2. Experimental and control classes were set up on a random basis. For the experimental classes, teachers were asked to read a story every day of the school year from specially selected books. These stories were introduced in an order of increasing difficulty and were each accompanied by followup activities designed to enhance comprehension. Stories read to the control classes were introduced only as an occasional treat and followed no specified pattern. Post-tests administered at the end of the academic year yielded suitable data from 285 pupils. Analyses of covariance led to the conclusion that oral language correlates with reading, and both can be significantly improved by regular exposure to stories read aloud. One of the implications of the research was that teachers, especially teachers of the disadvantaged, must be familiar with children's literature suitable to the age and stage of development of the children they are teaching.

ED 010 605

The Relationship Between Learning Concepts and Student Achievement.

By - Tagatz, Glenn E. and others
Indiana State Univ., Terre Haute
Report Number CRP-S-493 Pub Date 66
Report Number BR-6-8037
Edrs Price MF-$0.18 HC-$4.56 114p.

Descriptors - *Achievement rating, *Concept formation,*Curriculum research, *Learning laboratories, *Measurement techniques, comparative analysis, concept teaching, Indiana junior high schools, laboratory experiments, learning activities, learning processes, Terre Haute.

This research concerning conceptual behavior investigated both the developmental aspects of conceptual behavior in a controlled laboratory situation and the relationship of concept learning in this laboratory setting to achievement in curricular areas of junior high school. The general plan for this study involved stratified random selection and assignment of 120 subjects into factorial, repeated measures designs and subsequent use of the data in a factor analysis study. Scores on an information processing test, time-to-criterion scores for concept attainment problems, and achievement test scores representative of the junior high school curriculum were gathered for analysis. A relationship was found between more traditional con-

cept attainment factors and curricular factors, resulting in the conclusion that there is a high relationship between model concept learning and the curricular factors generally. Findings from the factor analysis led to the conclusion that success in concept attainment tasks is related to success in curricular areas.

ED 010 606

The Effectiveness of Emphasizing Reading Skills in an English Course for Underachievers.

By - Emans, Robert
Chicago Univ., Ill.
Report Number CRP-S-252 Pub Date 66
Report Number BR-5-8383
Edrs Price MF-$0.18 HC-$3.08 77p.

Descriptors - *English instruction, *High school students, *Reading instruction, *Reading skills, *Underachievers, Chicago, English curriculum, Illinois, reading, reading achievement, reading comprehension, reading programs.

Specially adjusted English courses for underachieving students in grades 10 through 12 were specifically designed to emphasize reading skills. A 15-student sample was divided into one experimental and two control groups and was matched on IQ, reading achievement, and grammar. The data were gathered over a period of 1 academic year, and the following hypotheses were tested--(1) emphasis on reading will be related to greater achievement in reading skills, (2) consequent reduction of grammar and essay writing for the sample group will not significantly impede achievement in these areas when compared with the control groups and (3) students taking a course adjusted to their needs will express more positive attitudes toward learning than those students in unadjusted courses. After comparing the post-tests to the pretests, the author found that the experimental group made substantial gains in reading skills, and the two control groups also made gains but in smaller amounts. None of the groups made gains in comprehension. There was no significant difference among the three groups in both grammar and essay writing even though the experimental group received no instruction in this area. The experimental group's attitude toward learning was not improved, and in effect became hostile. The author suggested that, if some meaningful demonstration of the real progress made by the experimental group could be effected, the group would not feel singled out as "dumb" and would possibly evince a more positive attitude toward learning. The author concluded that such a specially designed English course which does not single out the underachiever as being different or unusual could be successfully implemented.

ED 010 610

Speech Fright in the Elementary School, its Relationship to Speech

Ability and its Possible Implication for Speech Readiness.

By - Shaw, Irwin
Wayne State Univ., Detroit, Mich.
Report Number CRP-S-355 Pub Date 66
Report Number BR-5-8052
Edrs Price MF-$0.36 HC-$10.12 253p.

Descriptors - *Oral communication, *Public speaking, *Speech habits, *Teacher attitudes, *Verbal development, Detroit, educational psychology, elementary school students, environmental influences, Michigan, personality development, predictive validity, research problems, speech handicaps, test construction.

The relationship of elementary school students' speech fright to their speech ability, speech attitudes, and speech readiness was studied. Surveys were conducted and descriptive data were collected on speech fright levels and speech ability of 1,166 students in selected elementary grades. Attitudes of teachers toward speech fright were also assessed. In addition, various introspective tests of speech fright having certain predictive value were developed. A pilot study was carried out prior to the main study to refine methodology, tests, and techniques. The study succeeded in devising various measures for speech fright which could be of value to the elementary teacher. It was also found that at least 20 percent of the children are considerably affected by speech fright. No apparent relationship between speech fright and speech ability was found, and the evidence did not indicate that a child may be more ready to speak at any specific grade level. Several areas of the study of speech fright that need further research were described.

ED 010 615

Factors Affecting Learning to Read.

By - Hayes, Robert B. Wuest, Richard C.
Pennsylvania State Dept. of Pub. Instr., Harrisburg
Report Number BR-5-0572 Pub Date Dec 66
New Castle Area Schools, Pa.
Report Number CRP-3124
Contract OEC-6-10-122
Edrs Price MF-$0.27 HC-$6.48 162p.

Descriptors - *Basic reading, *Learning processes, *Linguistic patterns, *Reading achievement, *Reading programs, academic ability, comparative analysis, early to read, filmstrips, grade 2, Harrisburg, initial teaching alphabet, intelligence quotient, literature, longitudinal studies, New Castle, Pennsylvania, phonics, phonics and word power, reading instruction, Scott Foresman basal reader, Stanford achievement tests, textbooks.

Four different reading programs were evaluated using 302 second-grade pupils who had participated in the same programs in grade 1.

In addition to the study conducted in the second grade, a pilot study was continued into grade 3, and a modified version of the grade 1 study was made again in grade 1. The four reading programs involved were- (1) "Whole-word," ability grouping,eclectic, basal approach of Scott, Foresman, 1960 edition, (2) the preceding approach supplemented by a phonics workbook, "Phonics and Word Power," published in 1964 by American Education Publications, (3) the phonic, filmstrip, whole-class approach, published in 1963 by J. P. Lippincott Company, and (4) the 1964 "Early to Read," ability grouping program of I.T.A. (initial teaching alphabet) Publications, Inc., followed by the "Treasury of Literature Series," published in 1960 by Charles E. Merrill Books, Inc. In three of five Lippincott classes, two of five I.T.A.-Merrill classes, two of five "Phonics and Word Power" classes, and none of four Scott, Foresman classes, 50 percent or more pupils achieved at least one-half above their predicted levels. It thus appeared that the first three reading programs enabled pupils to achieve higher reading scores (as measured by the Stanford achievement tests). In terms of effectiveness with ability groups, the Scott, Foresman approach appeared to be particularly effective with pupils of low IQ, the Lippincott program with those of average IQ, and both the Lippincott or I.T.A. programs with those of high IQ. All results of the study were viewed as tentative.

ED 010 640

A National Program in Early Education

By - Meyer, William J.
Report Number BR-6-2937 Pub Date 14 Nov 66
Grant OEG-3-6-062937-1874
Edrs Price MF-$0.09 HC-$1.76 44p.

Descriptors - *Administrative organization, *Administrative problems, *Administrator role, *Early childhood education, *National programs, Dayton, Ohio, planning, preschool education, preschool programs, program administration.

This project was primarily concerned with developing a conceptual framework for the establishment of a national program in early childhood education. A second objective was to translate the theoretical rationale into an operational program involving the collaboration of a number of potential centers into a program of research, training, and curriculum and program development, with primary emphasis on children up to primary school age. To achieve this end, various meetings were held. The single most complex problem that arose during these meetings was the establishment of an acceptable and workable administrative structure. One tentative administrative structure, however, did receive serious consideration and was graphically shown in the report. Appended to the report was a draft proposal for establishing a national laboratory in early education.

ED 010 644

A Study of the Relative Effectiveness of Three Methods of Teaching Reading in Grade One.

By - Hahn, Harry T.
Oakland County Schools, Pontiac, Mich.
Report Number CRP-2687 Pub Date 65
Report Number BR-5-0491
Edrs Price MF-$0.18 HC-$3.36 84p.

Descriptors - *Beginning reading, *Grade 1, *Orthographic symbols, *Reading comprehension, *Reading programs, basic reading, Michigan, Pontiac, reading development, reading instruction, spelling.

The relative effectiveness of three approaches to beginning reading was studied. The three approaches were (1) Pitman's initial teaching alphabet approach (ITAA), (2) a modified language arts approach with traditional orthography (LAA), and (3) a basic reader approach (BRA). Two interrelated problems were also treated in this study--(1) the effectiveness of the ITAA which was designed to provide a simple and more reliable alphabet for children and (2) the importance of focusing attention on children's own thoughts and ideas to develop self-confidence in reading. The study was conducted in 13 school districts in Michigan, with each district divided into three sections, each using one approach. The students were pretested and after 140 days of instruction were post-tested, and the treatments were compared. Interpretation of the test results showed that no one approach was consistently superior. There were, however, different levels of accomplishment among the three approaches--(1) ITAA and LAA children developed larger reading vocabularies and more effective use of their potential of word analysis, (2) LAA children made more effective use of their intelligence in paragraph comprehension, (3) ITAA children developed a broader range of skills for recognizing isolated words, and (4) LAA and BRA children were better spellers. The investigator concluded that, while a final, positive evaluation of ITAA could not be drawn from this study, the emphasis on starting with thoughts and ideas of children did produce eager learners in the classroom.

ED 010 661

A Survey Instrument for Identifying Clusters of Knowledge and Competencies Associated with Performance of Child Care Work, Report Number 10.

By - Rahmlow, Harold F. Cavanagh, Catherine
Washington State Univ., Pullman
Report Number ERD-257-65-10 Pub Date Dec 66
Washington State Board for Vocat. Educ., Olympia
Report Number BR-5-0046-10
Contract OEC-5-85-109
Edrs Price MF-$0.09 HC-$0.88 22p.

Descriptors - *Child care, *Curriculum research, *Job analysis, *Occupational information, *Vocational education, child development, day care services, home economics education, job skills, job training, measurement instruments, Olympia, Pullman, questionnaires, surveys, task performance, Washington.

To improve compatibility between academic curriculums offered in child care and the actual world of work in that field, a special research team developed and field tested a survey instrument designed to obtain up-to-date facts about major types and combinations of tasks performed by child care workers. Field testing was done with employees of a playschool and a day nursery association. Subjects were asked to indicate tasks they performed in the following areas--(1) housekeeping, (2) food preparation, (3) assisting children with routines, (4) material preparation, (5) clerical and secretarial work, (6) directing or assisting with activities, (7) planning activities or programs (8) purchasing, (9) working with parents, and (10) general administration. A copy of the completed instrument was presented. This volume represents part 10 of a 13-part final report on the vocational-technical education research and development project of Washington State University. Related volumes are ED 010 652 through ED 010 664.

ED 010 667

Teachers Education Conference, Papers for Program on the Nature and Implications of Early Educational Stimulation (19th, January 19-21, 1966).

By - Findley, Warren G. and others
Georgia Univ., Athens
Report Number BR-5-0250 Pub Date 65
Edrs Price MF-$0.54 HC-$15.96 399p.

Descriptors - *Early Childhood Education, *Intellectual development, *Motivation techniques, *Stimulus behavior, *Student motivation, Athens, bibliographies, conferences, Georgia, learning motivation, research and development centers, stimulus devices.

Eighteen papers were presented at a conference on research and development of early educational stimulation. All dealt with early and continuous intellectual stimulation of children, ages 3 through 12. The papers included were--(1) introductory comments, (2) cognitive structure and early learning, (3) observational techniques for appraising development, (4) schools for tomorrow, (5) psychological scaling and educational research, (6) research involving the Wechsler intelligence scale for children, (7) fine arts, (8) foreign language, (9) listening, (10) mathematics, (11) physical education, (12) early reading and related readiness, (13) bibliography of types of elementary school organizations, (14) bibliography for science in connection with early educational stimulation, (15) analysis and interpretation of research, (16) the study of language (a multidisciplinary science), (17) written composition, and (18) child development.

ED 010 669

A Study of Factors Involved in the Identification and Encouragement of Unusual Academic Talent Among Underprivileged Populations. Final Report.

By - Bond, Horace M.
Atlanta Univ., Ga.
Report Number BR-5-0859 Pub Date Jan 67
Report Number CRP-458
Contract OEC-SAE-8028
Edrs Price MF-$0.45 HC-$10.76 269p.

Descriptors - *Academic aptitude, *Culturally disadvantaged, *Motivation, *Negro students, *Social influence, academic aspiration, Atlanta, Georgia, racial segregation.

Members of the Negro population of the United States who had demonstrated "unusual academic talent" by receiving an academic doctoral degree were studied to determine factors that would serve to identify academic promise among underprivileged groups. Factors studied included the importance of (1) the family, (2) the education and occupation of parents, (3) the school, and (4) the psychological and motivational climate of the community. Findings showed that (1) there are approximately 1,600 to 1,800 living Negro holders of academic doctoral degrees, (2) the percentage of these degree holders who were family-related far exceeded normal expectation, (3) segregated high schools varied in degree of doctorates produced from one in seven graduates to one in 200 to 300 graduates, (4) State doctorate productivity varied widely, and (5) about two-thirds of all Negro doctorates were graduated from predominantly Negro colleges. Recommendations for improving educational opportunities among the underprivileged were of a broad nature. The author believed that (1) desegregation of school enrollments, and of teaching and administrative staffs, should be undertaken as soon as possible, (2) public school systems should include specialists in the arts of character building and the psychology of motivation, (3) such experimental devices as special short-term coaching should be incorporated into the regular practice of schools, and (4) a spirit and program of "universal reformism" is needed today.

ED 010 688 AL 000 055

Some Sources of Reading Problems for Negro Speakers of Non-Standard English

By - Labov, William
Pub Date 5 Mar 66

Edrs Price MF-$0.09 HC-$1.60 40p.

Descriptors - *Culturally disadvantaged, *Educational problems, *Negroes, *Puerto Ricans, *Reading, English, grammar, nonstandard dialects, phonology, sociolinguistics.

An attempt is made to supply a systematic basis for the study of the English of Negro and Puerto Rican children and factual information so that teachers and text writers can design their efforts with these systems in mind. The two basic types of problems are (1) ignorance of standard English rules on the part of speakers of nonstandard English, and (2) ignorance of nonstandard English rules on the part of teachers and text writers. The author considers the first-priority problem to be the ability to read and comprehend. He summarizes the phonological and grammatical features found generally in Negroes' speech and the consequences of these problems for the teaching of reading. The most serious difficulty results from the deviation of the underlying grammatical structure of nonstandard speech from that of standard English.

ED 010 713 EC 000 002

A Magna Carta for the Emotionally Disturbed Child.

By - Simches, Raphael F.

Pub Date 16 Oct 65

Edrs Price MF-$0.09 HC-$0.32 8p.

Descriptors - *Emotionally disturbed, *Identification, *Program development, *Special classes, *State legislation, community resources, curriculum, mandatory legislation, New York City, recruitment, teacher education.

In an address, the author anticipated barriers and problems which might arise when July 1, 1966, legislation became effective, requiring school districts to provide appropriate education for emotionally disturbed children. Aspects included are problems of definition and diagnosis, community responsibilities in providing cooperative medical and social services, varying directions of school program organization, and the unresolved questions of recruitment, preparation, and certification of teachers. This paper was prepared for the annual New York Congress for Mental Health (1st, October 16, 1965).

ED 010 714 EC 000 003

The Michigan Program for the Education of Emotionally Disturbed Children.

Michigan State Board of Education, Lansing
Report Number BULL-365 Pub Date 66
Edrs Price MF-$0.09 HC-$1.44 36p.

Descriptors - *Administration, *Program guides, *Special classes, *State aid, emotionally disturbed, Lansing.

To assist school systems in setting up classes for the emotionally handicapped, the legal basis for Michigan State-approved programs is identified, State rules and regulations are reviewed, and relationships to other school and community services are indicated. Included are programs and their goals, and administrative definitions and procedures.

Detailed descriptions of such classes, steps to program approval, and supervision requirements are given. Relevant State statutes are cited. Sixteen references are included in the bibliography.

ED 010 715

Guidelines for the Referral of Children who are Suspected or known to be Exceptional.

By - Bodahl, Eleanor and others
Idaho State Dept. of Education, Boise

Pub Date Mar 66

Edrs Price MF-$0.09 HC-$1.28 32p.

Descriptors - *Exceptional children, *Mentally handicapped, *Physical characteristics, *Physically handicapped, *Psychological characteristics, aurally handicapped, behavior patterns, blind, Boise, crippled children, deaf, educable mentally handicapped, emotionally disturbed, gifted, guides, health impaired, multiple handicapped, socially maladjusted, speech handicaps, trainable mentally handicapped, visually handicapped.

Information is provided in this booklet about the crippled and health impaired, speech impaired, hearing impaired, deaf, blind, partially seeing, emotionally disturbed and socially maladjusted, educable mentally handicapped, trainable mentally handicapped, multiple handicapped, and gifted. For each exceptionality, a definition, incidence figures, and characteristics are given. Seven general references are also presented.

ED 010 745 RC 000 740

Oral Expression, Remedial Speech and English for the Migrant Child, Grades One - Twelve.

By - Shields, Virginia
Collier County Board of Public Inst., Naples, Fla.
Edrs Price MF-$0.09 HC-$0.92 23p.

Descriptors - *Migrant children, *Oral expression, *Remedial instruction, bilingual students, elementary grades, English, English (second language), Fries American English Series, junior high schools, language development, Miami linguistic readers, Naples, non-English speaking, remedial programs, senior high schools, speech instruction.

This document analyzes a program of oral expression, provided in Collier County, Florida, to assist migrant children in (1) speaking English fluently, (2) using words correctly, (3) developing correct speech habits, and (4) encouraging speech and language interest along with self-evaluation and improvement. Discussed are the program's goals and the materials used, the "Miami Linguistic Readers" and the "Fries American English Series." The publication presents outlines

which include language development, choral reading, and speaking experiences developed for the lower elementary grades (1-3), the upper elementary grades (4-6), the junior high grades (7-8), and the high school grades (9-12). Fundamentals of speech are substituted for choral reading in the high school grades.

ED 010 752 RE 000 001

A Job Corps Center Reading Program.

By - Fry, Edward

Pub Date Dec 66

Edrs Price MF-$0.09 HC-$0.88 22p.

Descriptors - *Disadvantaged youth, *Reading materials, *Reading skills, *Teaching methods, curriculum evaluation, curriculum research, dropout rehabilitation, educational disadvantagement, job corps, job training, reading instruction, St. Petersburg.

A brief description of the Kilmer job corps center and of the reading program conducted at the center is presented. The topics discussed include the population of the job corps camp, the time alloted to various training activities, the teaching staff, the equipment of the reading clinic, the activities observed in four classrooms, a list of units from the School of Commercial Technology where printers were trained, and the general educational development program where students came to study for a high school equivalency examination. Some of the problems of operating a job corps center, particularly those related to reading instruction, are examined. The problems mentioned include the creation of the best teaching-learning situation for the enrollees, the elimination of the high dropout rate, the control of the constant changes made in the organizational patterns and personnel, the expenditure of allotted money, and the relationship between the business organization running the camp and the university consultants. Informal conclusions are offered. This paper was presented to the annual meeting, National Reading Conference, "Junior College and Adult Reading Programs--Expanding Fields" (16th, St. Petersburg, December 1-3, 1966).

ED 010 755 RE 000 004

The Reading of the Culturally Disadvantaged.

By - McCrossan, John
Illinois Univ., Urbana, Grad Sch. of Lib. Science
Report Number OP-80 Pub Date Oct 66
Edrs Price MF-$0.09 HC-$1.68 42p.

Descriptors - *Culturally disadvantaged, *Illiterate adults, *Interest research, *Reading interests, *Socioeconomic influences, attitudes, children, cultural factors, library services, reading ability, reading achievement, reading failure, reading materials, Urbana.

Aspects of reading related to culturally disadvantaged adults and children are surveyed. The main topics of discussion based on research and literature are reading ability of disadvantaged adults, reading ability of disadvantaged children, causes of reading problems among the disadvantaged, reading interests, library use by disadvantaged adults, and the kinds of reading preferred by disadvantaged adults. Culturally deprived people are defined as those Americans who belong to the lower socioeconomic group and who have fewer opportunities than the average citizen. Research on the reading ability of disadvantaged adults has shown that they read less than more educated people and comprise a large number of the American functional illiterates. Correlations were found between children's reading achievement and socioeconomic status. The home environment of lower class children contributes to reading retardation. Adults who have had more educational training tend to make greater use of library facilities. Lower class people read magazines and papers somewhat less than those from higher classes. Differences, however, are not as great as those found in book reading. A positive correlation exists between fiction reading and income level, and between choice of authors and socioeconomic level. Lower class people tend to read the newspaper for entertainment, sensational news, and pictorial material. Recommendations for libraries are made. A bibliography, general references, and tables are included.

ED 010 756 RE 000 006

The Readability of Science Textbooks for Elementary School.

By - Newport, John F.

Pub Date Oct 65

Edrs Price MF-$0.09 HC-$0.24 6p.

Descriptors - *Elementary science, *Readability, *Reading difficulty, *Textbook evaluation, instructional materials, Spache formula, Yoakam formula.

An investigation was made of the readability levels of nine continuous series of elementary school science textbooks, grades 1-6. The following science series were evaluated--Allyn and Bacon, American Book Company, Ginn, Harper and Row, Heath, Lyons and Carnahan, MacMillan, Singer, and Winston. The Spache formula (Safier method) was applied to textbooks for grades 1, 2, and 3. The Yoakam formula was used for grades 4, 5, and 6. Results of the readability studies are presented in tabular form and discussed. Reading levels for fourth-, fifth-, and sixth-grade texts are reported to be too high because the word list on which the Yoakam formula is based is somewhat outdated. References are given. This article is published in "Elementary School Journal," 66, October 1965.

ED 010 777 UD 002 253

Summary of the Proceedings of the Working Conference on Language

Development in Disadvantaged Children (1st, October 20-22, 1965).

By - Gussow, Joan Bailey, Beryl L.
Yeshiva Univ., New York, N.Y., Grad. Sch. of Educ.

Pub Date Oct 65

Edrs Price MF-$0.09 HC-$0.84 21p.

Descriptors -*Disadvantaged youth, *Language development, conferences, language research, linguistics, New York City, school role, social influences, speech habits.

The participants in the conference on language development in disadvantaged children agreed that the basic language goal for disadvantaged children should be literacy in standard English so that they will become employable. They also felt that attention should be given to how limited language usage constrains the children's intellectual development and social mobility. Priorities should be established in the analytic and descriptive research of the form and function of language among these children, in the models for the roles and the range of speech patterns offered by the community (home, school, and neighborhood), and in the proper place for change (in the child, school, or society). A descriptive list of essential areas for research was proposed, including (1) studies of the development of language and its relationship to cognitive processes and the learning function, (2) investigations of attitudes toward dialect and bilingualism, (3) studies of the motives and procedures for change, and (4) evaluations of the relevance of the reliance upon language in the school curriculums.

ED 010 778 UD 002 256

A Better Chance, ABC Report 1965.

By - Tuttle, Mary E. Mitman, Betty A.
Mount Holyoke Coll., South Hadley, Mass.

Pub Date 65

Edrs Price MF-$0.18 HC-$5.04 126p.

Descriptors - *Culturally disadvantaged, *Enrichment programs, *Females, *Private schools, college preparation, English curriculum, high school students, independent schools talent search program, mathematics curriculum, physical education, reading programs, scholarships, South Hadley, summer programs, tutoring.

An 8-week summer program to provide a transitional experience for 69 gifted culturally disadvantaged girls (grades 8 to 11) who were given conditional scholarships to independent high schools consisted of intensive tutoring in English, reading, and mathematics. A professional teaching staff was assisted by undergraduate resident tutors, who acted as counselors as well. English and reading curriculums were complementary, with much overlapping material, and included literary analysis, composition, vocabulary building, comprehension, and study skills, basic remedial work was necessary to teach the girls notetaking and to lengthen their attention span. The mathematics curriculums

were divided into algebra and prealgebra courses, with girls grouped according to performance on diagnostic and reading tests. Student progress was evaluated by the faculty, but no grades were given. A regular program of athletic, cultural, and social events also was scheduled. Of the 69 girls who finished the program, 63 entered the independent high schools.

ED 010 779

Project 13.

By - Anderson, Clara M.
Minneapolis Public Schools, Minn.

Pub Date 66

Edrs Price MF-$0.09 HC-$0.52 13p.

Descriptors - *Counseling programs, *Dropouts, *Unemployed, *Vocational counseling, disadvantaged youth, high school graduates, Minneapolis.

A program in low-income areas in Minneapolis provided the services of high school counselors to graduates and dropouts by (1) offering vocational guidance to unemployed graduates and actively assisting in job placement, (2) encouraging the return of dropouts to school and assisting in their readjustment to academic life, (3) organizing data on clients for use in current and future studies, including curriculum reforms, and (4) organizing a separate summer program to induce dropouts to resume schooling. Response to the program was encouraging, with the counselors making nearly 3,000 individual contacts in the initial 6-month period.

ED 010 782 UD 002 759

The Effect of Teacher Behavior on Verbal Intelligence in Operation Headstart Children.

By - Conners, C. Keith Eisenberg, Leon
John Hopkins Univ., Baltimore, Md., School of Med.

Pub Date 66

Edrs Price MF-$0.09 HC-$1.04 26p.

Descriptors - *Disadvantaged youth, *Intellectual development, *Teaching methods, *Verbal development, Baltimore, culturally disadvantaged, Headstart, intellectual experience, intelligence quotient, teacher characteristics.

Classroom observations of 38 Headstart teachers, taken on four occasions by four different observers, were scored for such content characteristics as (1) amount and kind of communication with the children, (2) stress on obedience or intellectual values, and (3) physical-motor skills. These scores were compared with the children's intellectual growth during the 6-week program as measured by the Peabody Picture

Vocabulary Test. Children were found to respond positively to teachers who concentrated on intellectual activities, but showed little verbal growth in classrooms where teachers stressed "materials and property." When there were many teacher communications, IQ increased, although those communications that were corrections and obedience directives produced a smaller increase. Teachers who were scored as "warm, active, varied, and flexible" also contributed to IQ development. The results suggest that when children are rewarded by a warm teacher response they adopt the teacher's values.

ED 010 784 UD 002 761

The Education of Minority Group Children in the New York City Public Schools, 1965.

By - Harlem Parents Committee

Pub Date 66

Edrs Price MF-$0.09 HC-$1.52 38p.

Descriptors - *Educational programs, *Minority groups, *School integration, *School segregation, educational parks, Negro youth, neighborhood schools, New York City, parent teacher cooperation, public schools, Puerto Rican youth, school construction, school location, school systems, school zoning, transfer policy.

In reviewing the progress report of the Board of Education Commission on School Integration, the Harlem Parents Committee, which feels that a racially integrated school is necessary for quality education, finds that the commission's recommendations have not been carried out adequately. The Board's programs to develop quality education are still inadequate because the proportional increase of segregation in the schools is greater than the rise in the number of minority group students. In addition, the continuing maintenance of the neighborhood school system and the pessimistic attitude of the staff in many schools have been further impediments to integration. Moreover, the Board's open enrollment and free transfer plans suffer from poor parent-faculty orientation. The free choice policy is limited by the number of available openings, places the burden of travel and adjustment on the disadvantaged child, assumes parents are qualified to make such an educational decision, and maintains the presently segregated schools. Zoning and construction plans still favor neighborhood school and limit integration and open enrollment opportunities. Some organizational and curriculum programs which have been successful, even in their presently limited applications, are special service schools, all-day neighborhood schools, and "more effective schools." This report is also available from the Harlem Parents Committee, Lincoln Station, Post Office Box 164, New York City, 10037.

EP 010 004

Graduate Research Training Stipends.

Investigator - Guertin, Wilson H.
Univ. of Florida, Coll. of Education, Gainesville
Bureau number BR-6-1948 Prop date 66
Grant OEG-2-6-061948-1372

Descriptors - *Able students, *Educational programs, *Educational research, *Financial support, Graduate study, Behvaioral sciences, Curriculum guides, Florida, Gainesville,

Start date 06-01-66 End date 08-31-67

Support is requested for 15 outstanding graduate students beginning a 3-year educational research training program. Graduate students now in general education will be encouraged to plan to include basic training in educational research while retaining their speciality areas. Other students will enter the program to become research design specialists. With the heavy increase in students, the program that would result from a stipend grant would make operational demands that would result in a fuller actualization of training ideals and a consolidation of the essential position of educational research training in the graduate program. The program will help students acquire a deep appreciation for the need for high quality investigations in all areas of research, a clear understanding of the relationship between general methodology and particular substantive areas, a knowledge and understanding of the general issues and trends in educational research and of particular substantive areas of education, and an understanding of the structure and process of individual and team research. The core program will provide instruction in fundamental principles of research, skill development experiences, orientation in specialized areas of educational research, and opportunity to engage in individual research activities. Additional work in multidiciplinary adjuncts to educational research, further specialization in a substantive field, and completion of a dissertation round out the prescribed research training program. (JL)

EP 010 068

Postdoctoral Research Training Program in Educational Stimulation.

Investigator - Findley, Warren G.
University of Georgia, Athens
Bureau Number BR-6-1881 Prof date 30 Dec 65
Grant OEG-2-6-061881-1406

Descriptors - *Child development, *Educational stimulation, *Graduate study, *Motivation techniques, *Research skills, Applied Reading, Athens, Curriculum development, Early childhood, Educational research, Georgia, Learning experiences, Professional education, Stimulus synthesis.

Start date 06-14-66 End date 08-31-67

Postdoctoral trainees will enroll in a program to acquire research competence relevant to projects for the educational stimulation of children, ages 3 through 12. They will first bring themselves up to date by guided reading in early childhood education covering areas of research studies, research design, evaluation technique, computer programing, curriculum innovation, school organization and staffing, learning theory, child development, urban and rural sociology, and compensatory intervention for disadvantaged children. Each trainee will be assigned to a director who will guide his reading and supervise his participation in ongoing research or field testing in the schools of nearby districts. It is expected that each trainee will produce a substantial, publishable monograph or the equivalent in several shorter ones. In exceptional cases, it may be possible to meet the postdoctoral student's needs by scheduling into regular advanced graduate courses for some of his work, but it is expected that guided reading, direct observation, and participation as a staff member in conducting research developing curriculum materials, field testing innovative procedures and/or materials, or the development of an evaluative technique will add most to predoctoral training. (JH)

EP 010 080

The Relationship of Poverty to Educational Deprivation.

Investigator - Suchman, Edward A.
University of Pittsburgh
Bureau Number BR-6-1254 Prop Date 01 Sep 65
Contract OEC-1-6-061254-0809

Descriptors - *Economic disadvantagement, *Educational disadvantagement, *Educational problems, *Questionnaires, economic factors, economically disadvantaged, educational objectives, experiments, junior high school, Pennsylvania, Pittsburgh, Secondary Schools, Senior High School.

Start Date 05-01-66 End Date 04-30-67

The major problem to be studied concerns the relationship between membership of secondary school students in different kinds of poverty groups and various manifestations of educational deprivation. This study will be based upon the analysis of data collected by means of questionnaires to be administered to approximately 5,000 students and 500 teachers in 12 junior and senior high schools in the 4-county Pittsburgh metropolitan area. These experimental schools will be matched by control schools in similar communities and with similar student body composition. In addition, in order to secure data on an overwhelmingly high poverty school, one school with about 80 percent poverty students will also be included in the sample. In each of the experimental schools, all pupils and teachers will be administered questionnaires at the beginning of the school year and again at the end. In the control schools, these questionnaires will be administered to students and teachers of randomly selected grades.

EP 010 092

Child development training program for vocational home economics teachers.

Investigator - Sulek, Helen
University of Nebraska, Lincoln
Bureau Number BR-6-2186 Prop date 14 Feb. 66
Grant OEG-3-6-062186-0730

Descriptors - *Child development, *Child-care centers, *Home economics education, *Teacher workshop, *Vocational education, Employment opportunities, high school students, Homemaking skills, Lincoln, Nebraska, Secondary education, training.

Start date 05-01-66 End date 03-01-67

Graduate-level training will be offered to qualified vocational homemaking teachers, enabling them to prepare high school students for gainful employment in child-care centers. From 30 to 50 teachers throughout the United States will be enrolled in an intensive 6-week training program, equivalent to 8 semester hours of course work. Two courses will be offered in "human development and the family." In addition, a seminar will be held where resource people will present lectures from related disciplines to be coordinated by a seminar leader. Laboratory experiences, field trips, and use of community resources will supplement the course of work. (JH)

EP 010 234

A Voluntary Prekindergarten Language Development and Reading Program for the Entire Four-Year-Old Population of a City.

Investigator- Martin, John H.
Mount Vernon Public Schools, N.Y.
Bureau Number BR-6-1383
Grant OEG-1-6-061383-2096 Prop Date 18 Jan 65

Descriptors - *Demonstration projects, *Developmental programs, *Language development, *Preschool children, *Reading development, child development centers, curriculum development, Edison responsive environment (ERE), ethnic groups, Montessori, Mount Vernon, New York, socioeconomic status.

Start Date 06-30-66 End Date 06-29-69

A demonstration project is proposed for language development and reading of preschool children using the Edison responsive environment instrument. Children from various ethnic and socioeconomic levels will be exposed to a language development program at one of four centers. Physical and psychometric tests will be administered upon admission and evaluations made of the academic consequences upon classifications of children by race, sex, intelligence, socioeconomic

status, and identified handicaps, physical and psychological, language experiences, community participation, modification of curriculums and organization, and production of a transferrable model are the anticipated outcomes.

EP 010 245

A Comparative Study of Current Educational Television Programs for Preschool Children.

Investigator - Beck, Lester F.
State System of Higher Educ., Teaching Res. Div.
Bureau Number BR-5-1120 Prop Date 66
Grant OEG-4-6-051120-1179

Descriptors - *Educational television, *Observation (research), *Preschool children, *Preschool programs, *Program evaluation, Albuquerque, Colorado, Denver, District of Columbia, Florida, Memphis, Miami, Monmouth, New Mexico, Oregon, Pennsylvania, Pittsburgh, Tennessee.

Start Date 06-20-66 End Date 11-16-67

An assessment of the effectiveness of educational television programs currently being broadcast for preschool children is planned. The objectives are--(1) to determine TV viewing propensities of preschool children down to the age of 2 or younger, (2) to determine preferences of preschool children for educational TV programs currently available, and (3) to predict the reactions of preschool children to a given program series from the age, sex, intelligence, creative impulses, and family background of the child, plus content dimensions of a program series. All TV programs will be projected using 16-MM rear projection on a simulated TV screen. A room will be properly furnished with the investigator partly hidden behind a screen for direct observation purposes. Cue sheets will be used to record data. Multiple regression equations will be used to show relative contributions of personal factors and content factors. Also, two or more TV programs will be statistically analyzed.

EP 010 279

Followup study of sensory-perception of preschool children.

Investigator - Coyle, Sister J. V.
Boston Coll., Chestnut Hill, Mass.
Bureau number BR 6-8429 Prop date 06 Jan. 66
Grant OEG-1-6-068429 1302

Descriptors - *Perception, *Perception tests, *Perceptual development, *Preschool learning, *Retention studies, Chestnut Hill, Group instruction, Haptic perception, Individual instruction, Learning processes, Massachusetts, Preschool children, Preschool education,

Preschool tests, Realia.

Start date 06-01-66 End date 05-30-67

A study of the development of haptic perception in young children, the value of group versus individual instruction, and the retention of learning will contribute knowledge of value to preschool programs. Subjects of ages 3 through 6 years will be tested for their ability to recognize objects by the sense of touch alone in the absence of visual stimulation. These subjects were previously given preschool experiences in identifying, describing, and drawing a series of geometric shapes presented either visually or haptically. Pretest data will be compared to post-tests administered at 6- and 12-month intervals to determine the effect of the progressive development of haptic perception and the retention of learning from the previous experimental program. (JM)

EP 010 291

Creative Behavior of the Elementary School from Different Socioeconomic Backgrounds.

Investigator - Solomon, Anita O.
American Univ., Washington, D. C.
Bureau Number BR-6-8577 Prop Date 01 Mar 66
Grant OEG-2-7-068577-0178

Descriptors - *Children, *Creativity, *Intelligence, *Sex (characteristics), *Socioeconomic status, data analysis, data collection, District of Columbia, evaluation, fifth grade, first grade, index of status characteristics, measurement, Minnesota tests of creative thinking (MTCT), Peabody picture vocabulary tests, third grade, Wechsler intelligence scale for children, Wechsler performance scale.

Start Date 09-01-66 End Date 05-31-67

Data related to intelligence, creativity, and socioeconomic status will be obtained and analyzed to determine significant relationships among early school ages by sex. Measurements for these variables will be obtained from tests administered to 480 first-, third-, and fifth-grade children from schools in the District of Columbia. Groups of children of each sex in each grade will be matched for measures obtained on--(1) the Peabody picture vocabulary tests, (2) the index of status characteristics, and (3) the Minnesota tests of creative thinking (MTCT). Consideration will also be given to use of the Wechsler intelligence (performance) scale for children.

EP 010 294

Cultural and sociological factors relating to learning development

Investigator - Modiano, Nancy
New York Univ., School of Education
Bureau number BR-6-8636 Prop date 66
Grant OEG-1-7-D68636-0191

Descriptors - *Anthropology, *Cognitive ability, *Cultural background, *Individual characteristics, *Testing, Cognitive development, Health, Mexico, Mexico City, Moral values, New York, New York City, Parent-child relationship, Resource materials, Social psychology, Social relations, Socioeconomic background.

Start date 09-01-66 End date 08-31-67

An attempt to develop information presently lacking on the cognitive developmental patterns of children from other cultures will isolate and interrelate quantitatively as well as qualitatively those cultural and characterological variables which are germane to certain aspects of children's cognitive development. Also more information will be made available regarding Mexican-American youngsters, source materials will be developed for further studies of cultural influences on children's learning. Intensive testing of approximately half of the children in a peasant village near Mexico City has produced data for study of cultural, characterological, and cognitive variables. (JM)

EP 010 296

The analysis of cognitive growth of children (grades 2-6) as shown in their oral discussion and written compositions.

Investigator - Sebesta, Sam
University of Nebraska, Lincoln
Bureau number BR-6-8713 Prop date 28 Mar. 66
Contract OEC-3-7-068713-0227

Descriptors - *Cognitive development, *Cognitive measurement, *Composition (Literary), *Elementary school students, *Language arts, Lincoln, Nebraska, Nebraska Curriculum Development Center, Project English.

Start date 09-15-66 End date 07-14-67

Research employing techniques similar to those of Piaget will seek an objective analysis of the cognitive or logical levels exhibited by second- through sixth-grade children in a limited sample of their writing. Also, the thought content and cognitive levels exhibited in writing of children exposed to a program from Project English developed by the Nebraska curriculum center will be compared with similar levels exhibited in writing of children in a conventional language arts program. Compositions will be gathered in 4 different types of writing situations from 2 groups of children, one of which is being studied longitudinally for 3 consecutive school years. Taped oral discussions on a variety of subjects is also being obtained from a subgroup of this sample. (JM)

EP 010 335

Developing and evaluating art curriculums specifically designed for disadvantaged youth

Investigator - Silverman, Ronald
California State Coll. at Los Angeles
Bureau number BR-6-1657 Prop date 24 Nov. 65
Contract OEC-4-6-061657-1641

Descriptors - *Ability, *Art activities, *Design, *Disadvantaged youth, *Measurment techniques, Art education, California, Evaluation, Experimental curriculum, Los Angeles, Material development, Relationships.

Start date 06-20-66 End date 08-31-68

The object of this experimental program is to test the hypothesis that participation in a specifically structured art program will result in disadvantaged youth making significantly greater gains in their ability to produce art forms which are more differentiated and complete, and to identify superior visual relationships as measured by a design judgment test than will disadvantaged learners who have not so participated. (LP)

EP 010 343

Research and Development Center in Teacher Education.

Investigator - Peck, Robert F.
University of Texas, Austin
Bureau Number BR-5-0249 Prop Date 65
Contract OEC-6-10-108

Descriptors - *Culturally disadvantaged, *Disadvantaged youth, *In-service teacher education, *Instructional improvement, *Research and development centers, Austin, educational research, information dissemination, Texas.

Start Date 09-01-65 End Date 06-30-67

The aim of the program will be--(1) to improve preservice and inservice teacher education, (2) to improve educational methods for teaching underprivileged children, and (3) to create a permanent network of information-flow to schools and colleges. Elementary schools, junior and senior high schools will comprise a model demonstration system for study, research, development, and dissemination of information. During the first 3 years, the center will pay particular attention to the factors having a significant impact on the learning of student teachers and children. The results will be incorporated into new teacher training programs.

EP 010 347

Curriculum Development Program for Preschool Teacher Aides.

Investigator - Naylor, Naomi L.
Southern Illinois University., Edwardsville Campus
Bureau number BR-5-0165 Prop date 01 Sept. 65
Contract OEC-6-85-040

Descriptors - *Child development, *Preschool children, *Teacher aides, *Training, *Youth, Aid to dependent children (ADC), Edwardsville, Illinois, Inservice programs, Instructional material, unemployment.

Start Date 11-01-65 End Date 04-30-67

The primary goal of this developmental effort will be to generate materials and methods for training preschool teacher aides, utilizing unemployed youth, including ADC (Aid to Dependent Children) recipients as trainees. A secondary purpose will be to provide trainees with an understanding of child development which will help them acquire necessary skills for working effectively with preschool children. Principles of child development and nursery education will be taught in a 4-week direct-observation and discussion session, combined with small-group meetings. This will be followed by a 12-week practicum, combined with weekly inservice training sessions and continuing small-group meetings. The evaluation will emphasize operations analysis designed to provide continuous feedback to a developmental group. This group will develop relevant teaching materials and will continually test and modify these materials, as appropriate. (HB)

EP 010 358

Language resource information for teachers of the culturally disadvantaged.

Investigator - Davis, Alva L.
Illinois Inst. of Tech., Chicago
Bureau Number BR-6-1340 Prop date 11 May 66
Contract OEC-3-7-061340-0071

Descriptors - *Disadvantaged groups, *English instruction, *Language development, *Material development, *Reaource materials, Chicago, Communication problems, Illinois, Improvement programs, Linguistic atlas of the United States and Canada, Social differences, Specialists, Standards, Teaching techniques.

Start date 07-26-66 End date 01-25-68

Scholars of American English and educators will be assembled to prepare materials on regional standards and substandards of English for curriculum planners and teachers of underprivileged pupils. The materials will include the effects of other modes of communication

(paralanguage, kinesics, and proxemics) on group identification. There will be an annotated bibliography for further study and illustrative tapes of the speech materials. The specialists will prepare sections on their fields of interest. Regular meetings will be held to insure proper coordination, critical evaluation, and rapid progress. (RS)

EP 010 383

Increasing the awareness of art ideas to head start children through experiences with ceramics.

Investigator - Schwartz, Julia B.
Florida State Univ., Tallahassee
Bureau number BR-6-8647 Prop date 09 Mar. 66
Contract OEC-2-7-068647-0335

Descriptors - *Art education, *Handicrafts, *Preschool education, *Teaching methods, Art activities, Florida, Head start program, Sculpture, Student teacher interaction, Summer programs, Tallahassee, Tape recordings.

Start date 09-20-66 End date 04-20-67

Guided participation in observing and discussing ceramic art works and modeling in clay will be used in this attempt to increase the awareness of summer head start children to basic art ideas. The first and last of 14 sessions in a 7-week period for an experimental and a control group will be used for pre- and post-tests involving tape recordings of children's comments and children's clay modelings. The experimental group of 15 head start children will participate in regular sharing sessions during which an art teacher will present a work of art to the group and elicit observational responses from them. Clay will be made available during the following free choice period. The control group will have clay provided, but idea development through sharing sessions with selected questions will not be attempted. (JM)

EP 010 408

ERD 332 Project Try.

Investigator - Sharar, Paul
Training Resources for Youth Inc., Brooklyn, N.Y.
Bureau Number BR-5-1312 Prop Date Mar 66
Contract OEC-1-6-002224-2224

Descriptors - *Demonstration centers, *Disadvantaged youth, *Economically disadvantaged, *Vocational counseling, *Vocational interests, attitudes, basic skills, Brooklyn, changing attitudes, counseling, demonstration programs, demonstrations (educational), male, New York, vocational education, vocational high school.

Start date 06-30-66 End date 09-30-67

This project is to conduct a demonstration training center for out-of-school, out-of-work, or under-employed male youth of age 17-21. The basic goals of the project are twofold--(1) to provide a comprehensive educational environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the culture of achievement, and (2) to develop sound methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth, including new approaches to counseling, more appropriate tests, a new life skills education curriculum, a comprehensive approach to vocational training, more effective evaluation and research methods, intensive recruitment and placement procedures, and new roles for professionals and subprofessionals.

EP 010 420

Educational values of low-income rural communities.

Investigator - Brandner, Lowell
Kansas State Univ. of Ag. and Appl. Sci., Manhattan
Bureau number BR-6-8271 Prop date 03 Nov. 65
Contract OEC-3-6-068271-0652

Descriptors - *College attendance, *College planning, *Community attitudes, *Low income, *Rural areas, Community leaders, High school graduates, Higher education, Interviews, Kansas, Manhattan, Parent attitudes, Questionnaires, Student attitudes, Surveys, Teacher attitudes.

Start date 04-01-66 End date 09-30-67

An investigation of several rural, low-income Kansas communities is to be made to ascertain those which send a large percentage of their high school graduates to college and those communities which send only a small percentage to college. A preliminary study assumption was that community values are more significant determinants than income of whether or not boys and girls are encouraged to attend college. Questionnaires and depth interviews will be used to determine the characteristic attitudes of students, teachers, parents, and community leaders toward education. Also, local newspapers in each area will be studied over a period of 1 year to determine the amount of space devoted to educational news. Data will be analyzed to show correlations between community values and percentages of high school graduates who continue their education. (HB)

EP 010 458

Educational Deprivation in Young Children--Analysis and Program Development.

Investigator - Gray, Susan
George Peabody College for Teachers, Nashville
Bureau Number BR-6-1421 Prop Date 29 Jun 66
Contract OEC-6-10-193

Descriptors - *Culturally disadvantaged, *Disadvantaged environment, *Experimental programs, *Parent child relationship, *Preschool children, comparative analysis, DARCEE, educational programs, learning readiness, longitudinal studies, Nashville, Negro education, parent participation, Tennessee.

Start Date 11-01-65 End Date 10-31-67

Activities to improve the quality of educational programs for environmentally deprived children will be extended at the demonstration and research center for early education (DARCEE) of Peabody College. One of the major activities will involve continuing longitudinal intervention treatments with 80 mother-child pairs. The mothers will be instructed in child-rearing skills and will participate in tasks to improve cognitive, social, and emotional functioning. Activities for children will be directed toward improving aptitude and attitudes for academic achievement. Process variables under study will include (1) the home environment, (2) language maturity, (3) cognitive processes, (4) intellectual functioning, and (5) mother-child interactions. New supportive research will include an ecological study of reinforcement patterns in the homes of urban and rural disadvantaged children. Other studies will concentrate on developing the learning performances and personality characteristics of Negro children from deprived home environments.

EP 010 495

The effect of Preschool group experience on various language and social skills in disadvantaged children.
Investigator - Vance, Barbara J.
Stanford Univ., Calif.
Bureau Number BR-7-8070 Prop date 18 Jul. 66
Contract OEC-4-7-008070-2033

Descriptors - *Disadvantaged youth, *Group experience, *Language skills, *Preschool education, *Social development, California, early experience, experimental programs, fremont, Illinois test of Psycholinguistic abilities (ITPA), low income groups, parent participation, Peabody picture vocabulary test (PPVT), Stanford, teaching techniques.

Start date 10-15-66 End date 07-15-67

A preschool education program will be conducted with disadvantaged children. Four-year-olds (54) from low-income families will be randomly assigned to one of three treatment groups. These groups will be established according to two adjacent school census tracts in Fremont, California. They will consist of an experimental

group, an active control group, and a passive control group for each census area. The 18 subjects assigned to each experimental group will receive a program concerned with specific behavioral goals in language and social development. Teaching techniques will emphasize positive reinforcement of desired behaviors, extinction of undesirable behaviors, and verbal modeling. Parent-teacher conferences will be conducted as one of the parental involvement activities. The subjects in the active control group will attend a similar experimental session during the last 5 days of the 6-month program. The passive control group will receive no preschool group experience. Subjects will be administered the Illinois Test of Psycholinguistic Abilities (ITPA), the Peabody Picture Vocabulary Test (PPVT), and several language subtests devised by the investigator. Statistical analysis will employ a 3 x 2 analysis of variance procedure. The variables will be sex and treatment. (RS)

EP 010 573

Early childhood education center

Investigator - Meyer, William
Syracuse Univ., N. Y.
Bureau Number BR-7-0063 Prop date 67
Contract OEC-1-7-070063-2834

Descriptors - *Early childhood, *Education service centers, *Educational research, *Kindergarten children, *Preschool children, Behavior, New York, Preschool education, Regional cooperation, Regional laboratories, Research and development centers, Research projects, Syracuse.

Start date 02-01-67 End date 11-30-67

A regional center for planned research activities on early childhood education will be created. The center will be concerned with the development of long-term programmatic research for (1) understanding the basic variables in the behavior of young children and (2) implementing new information in prekindergarten and kindergarten classroom situations. Specific research projects will be conducted in such areas as art education, arithmetic education, initial reading behavior, and cognitive and personality development. (GD)

EP 010 577

Development and implementation of a comprehensive evaluation and reporting system for kindergarten and primary grade schools.

Investigator - Hedges, William D.
Clayton Public School System, Mo.
Bureau number BR-6-8562 Prop date Feb. 66
Grant OEG-3-7-068562-2928

Descriptors - *Child development, *Developmental programs, *Measurement instruments, *Measurement techniques, *Test construction, Academic achievement, Clayton, Consultants, Evaluation techniques, Kindergarten, Missouri, Primary grades, Student evaluation.

Start date 04-01-67 End date 03-31-68

Aspects which relate to the success of young children in school will be studied in an attempt to develop a system of measurement techniques and instruments. Specialists from various child growth-and-development areas will be employed as consultants to the project. These specialists will include a pediatrician, a clinical psychologist, a social anthropologist, a sociologist, an optometrist, a speech and hearing clinician, and a specialist in early childhood education. A recording system to provide diagnosis, depiction of student growth, and prescription of an educational program will be constructed, field tested, and revised. This system will reveal the relationships between successive measurements of specific factors relating to child development. The system is also expected to relate directly to what the child experiences in school and to focus attention on growth in relation to a child's total pattern of attributes. (RS)